

JANUARY / FEBRUARY 1958

PRICE 6d.

N.S.S. NEWS

THE MONTHLY MAGAZINE OF THE NATIONAL SPASTICS SOCIETY



STOCKPORT SPASTICS'
NATIVITY PLAY
(See page 9)



LETTERS

They're All Sensitive!

Dear Editor,

I hope I am not too late to voice appreciation of Mr. Walters's excellent article (Oct. issue) on Spastics' education, and his reply to Mr. Matthews's letter in last month's issue.

I would suggest to Mr. Matthews that what he terms the rugged type of character is not necessarily insensitive. I would say that all Spastics, except the very young, are sensitive about their disability. Behind the sensitivity their courage may vary and fluctuate, but Mr. Robbins (Nov. issue) is right when he says "they all have one thing in common—the wish to be as near normal with their contemporaries as their disabilities allow."

The life of the ordinary school for those who can, by various ways and means—Mr. Walters enumerates a few, and I could add some from first-hand experience!—be fitted into it, goes a long way to make this wish come true. For many the residential school is a necessity, for many who are there it is not.

Yours sincerely,

(Mrs.) DORA M. GRIFFITHS,

70, Hartington Road, Liverpool, 8.

I Count My Blessings

Dear Editor,

Please accept the enclosed small donation towards your very good work, in grateful thanks to God for the blessings I have received. My husband has no work, he is registered as partially blind, otherwise the gift would have been bigger.

With good wishes,

Yours sincerely,

(Mrs) GERTRUDE COX,

8, Holbeck Road,

Barrow-in-Furness.

Children's Puppet Show for Spastics

Dear Editor,

I am enclosing a postal order for £1. 0s. 0d. for your charity. I would like to tell you how I collected this money for you. I am 13-years-old, and my two friends L. Cross and D. Withers, and I felt that we would like to give some pleasure and happiness to "your" children.

We made many hand puppets out of cloth and bits of paper, and painted them to look like the people in Little Red Riding Hood. We then built a stage out of wood and put it in my father's garage.

We invited all the children in the road, and when they came we sold the

Spastic seals and refreshments. Then we put on our little show. We had eleven people altogether. We collected 17s. 6d. and my father made this up to £1 0s. 0d.

Yours sincerely,

ANNABELLE CLYNES,

16, Wensley Road,

Kersal, Salford, 7.

Seals Reach New Zealand

Dear Editor,

No doubt you will be surprised to learn that this year my Christmas cards were posted bearing your Spastic Christmas Seals on the righthand corner of the envelope.

A visiting sea captain sold them to me when in the Port of Auckland. I thought perhaps you would like to know just how far-reaching your appeal really is.

Wishing you much success in your appeal, and very sincere seasonal greetings to your many helpers and friends.

Yours sincerely,

(Mrs.) THELMA

TANNER,

17, Marbel Road,

Demuera,

Auckland, New Zealand.

Sputnik Explosion

Dear Editor,

This story is true!

After an old lady from one of the surrounding villages had purchased her bottle of wine for Christmas, I asked her if she would buy a seal for the Spastics. Whereupon she indignantly replied: "What? I'll give nowt to them Russians. I never did believe in them Communists!"

Yours sincerely,

M. W. WILLIAMSON,

Prospect Street,

Bridlington.

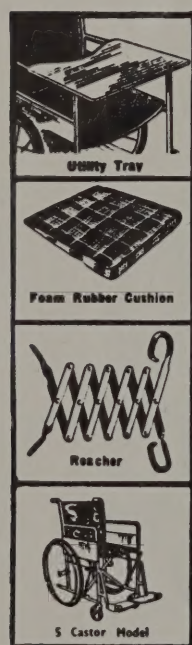
IN THIS ISSUE

Editor: Shirley Keene

Vol. VI No. 1. Jan/Feb., 1958

Countrywide	...	...	2
Schools and Centres	...	...	6
Education	...	...	10
Employment	...	...	14
The Story of Elizabeth...	...	...	17
Notes from the Regions	...	...	19

N.S.S. NEWS, JAN/FEB., 1958.



Suppliers
to the Ministry of
Health

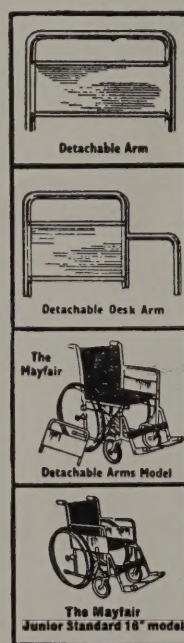


The EVEREST & JENNINGS Service does not end with the supplying of the World's finest folding wheelchairs. It embraces also the most complete and comprehensive range of accessories, which, in combination with the exclusively featured wheelchairs, make the greatest material contribution to progress in the rehabilitation of the disabled.

Folding Wheelchair illustrated is the Mayfair Model 8U 25-15 with detachable arms.

Manufactured by

ZIMMER ORTHOPAEDIC LTD
BRIDGEND, GLAMORGAN, G.B. Tel: Bridgend 938



Write for Fully
Illustrated Catalogue
F.W. 33

NATIONAL SPASTICS SOCIETY

Registered in accordance with the National Assistance Act, 1948

28, FITZROY SQUARE,
LONDON, W.1.

Telephone: EUSton 5651 (5 lines)

President:

H.R.H. THE DUKE OF EDINBURGH

Patrons:

The Rt. Hon. LORD ALDENHAM
The Most Rev. His Grace THE LORD
ARCHBISHOP OF CANTERBURY
THE COUNTESS OF DERBY
Dr. SOMERVILLE HASTINGS,
M.B., M.S., F.R.C.S., M.P.
The Rt. Hon. ANTONY HEAD, C.B.E., M.C., M.P.
The Rt. Hon. VISCOUNT KILMUIR, G.C.V.O.
(Lord Chancellor)
The Rt. Hon. VISCOUNT KNOLLYS,
G.C.M.G., M.B.E., D.F.C.
The Rt. Rev. THE LORD BISHOP OF LONDON.
CHRISTOPHER P. MAYHEW, Esq., M.P.
GWEN, LADY MELCHETT
The Rev. the Moderator of THE FREE CHURCH
FEDERAL COUNCIL
The Rt. Hon. HERBERT MORRISON, C.H., M.P.
The Most Hon. The MARCHIONESS OF
NORTHAMPTON
WILFRED PICKLES, Esq., O.B.E.
The Very Rev. THE CHIEF RABBI
Rabbi ISRAEL BRODIE
The Most Hon. The MARQUESS OF READING
P.G., C.B.E., Q.C.
The Most Rev. THE ARCHBISHOP OF
WESTMINSTER
The Most Hon. MARIE, MARCHIONESS OF
WILLINGDON, C.I., G.B.E., LL.D.

Vice-Presidents:

J. CLEON HUBBARD, Esq.
P. B. LUCAS, Esq., D.S.O., D.F.C., M.P.
Dr. SYDNEY NORTHCOTE, D.M.S.
The DOWAGER LADY RAMSDEN, M.D.
J. LESLIE WILLIAMS, Esq.

Chairman:

I. D. DAWSON SHEPHERD, Esq.

Hon. Secretary:

E. HODGSON, Esq., B.Sc.

Hon. Treasurer:

A. MOIRA, Esq., A.R.I.B.A.

Director:

DR. CHARLES P. STEVENS,
M.B.E., M.B., Ch.B. (Edin.)

General Secretary:

C. PRITCHARD, B.A.

MEDICAL ADVISORY COMMITTEE

Professor ALAN MONCRIEFF, (Chairman).
C.B.E., M.D., F.R.C.P.
Nuffield Professor of Child Health, Institute of Child
Health, London University Hospital for Sick
Children, Great Ormond Street, London.
Dr. MARY CAPE, M.B., D.P.M.
Psychiatrist, Children's Hospital and Child Guidance
Centre, Southampton.
Dr. J. H. CROSLAND, M.R.C.S., D.PHYS.MED.
Physician, Physical Medicine Dept., Central
Middlesex Hospital, and Physician, St. Margaret's
School for Cerebral Palsy.
Dr. RONALD MACKIE, D.M., F.R.C.P.
Assistant Physician in the Children's Dept., Guy's
Hospital, and Paediatrician to the Tavistock Clinic.
Professor A. V. NEALE, M.D., F.R.C.P.
Professor of Child Health,
The Children's Hospital, St. Michael's Hill, Bristol.
Mr. I. M. ROBERTSON, M.B., F.R.C.S.
Chief Assistant, Orthopaedics, St. Bartholomew's
Hospital; and Director of Orthopaedics, Croydon
Group.
Dr. PAUL E. POIANI, M.D., M.R.C.P.
Research Physician

Published by the National Spastics Society,
28 Fitzroy Square, London, W.1. Printed by
H. C. Dunckley (Wrotham) Ltd.,
Borough Green, Kent.

COUNTRYWIDE

REPORTING NATIONAL NEWS ABOUT SPASTICS

Parents Fight Hospital Closing

Indignant parents of Spastics met the Luton and District Infantile Paralysis Fellowship at Dunstable to discuss the closure of the Alexandra Hospital at Luton. The Minister of Health proposes to close the hospital on or before April 1st.

At present there are 65 children resident at the hospital, and 500 out-

Minister of Health to receive a deputation, and that the closure be postponed for at least two years, so that efficient arrangements for all the patients can be made.

"Mirror" Medal For Mr. Hicks

When the "Daily Mirror" published its own "Honours List" recently, the Chairman of Hawksworth Hall, Mr. Jack Hicks, and his wife were prominently featured for their work for Spastics. Mr. Hicks did much to establish Hawksworth Hall. He is the father of three Spastic children, all of whom are too old to benefit from this N.S.S. centre. The "Mirror" medal was awarded for the couples' "service, courage and devotion."

Clinic for 40 Children

The Manchester Group has issued an appeal for £30,000 with which to build and equip a modern nursery clinic close to the Duchess of York Hospital. There is no treatment centre



Courtesy Leicester Mercury

Party-time at the Leicester Day Centre in Aylestone.
The Group's patron, Lady Barnett, hands her gift to one
of the small girls who attends the centre.

patients. Of these the Ministry says: "It will be possible for each child to go to a hospital or other special unit appropriate to his or her particular physical or mental condition." Secretary of the Herts. Spastics Society, Mr. R. C. Lemarie, said that in a report he had received only 25 children had been offered alternative care and attention.

The meeting resolved to ask the

specifically for very young Spastic children in the area, and the new clinic will cater for up to 40 children. Manchester's Health and Education Authorities have approved the plans.

No Flags for Spastics

Application for a flag day for Spastics in Luton has been refused by the Luton Town Council, although

there will be one for the People's Dispensary for Sick Animals. An official of the Spastics centre says it may have to close for want of money.

14-Mile Scholarship

12-year-old Spastic, Howard Ashton, of Hull, has won a scholarship to the Greatfield High School. This necessitates travelling 14 miles each way on two buses.

Watford Centre Soon

Watford Group is drawing up plans for a centre to be built on a site adjoining the North Watford Library. Costs are estimated between £8,000 and £10,000 and so far nearly £3,000 has been collected. The clinic will cater for

up to 70 children, mostly infants. Although mainly for children in the immediate area, the Group hopes that the centre may also accommodate Spastics from Hemel Hempstead and St. Albans.

M.B.E. For Norwich Chairman

Miss M. Beattie, Chairman of the Norfolk & Norwich Spastic Association, was awarded the M.B.E. in the recent Honours List. It was typical of her interest in the various organisations for whom she works that she took a Spastic Queen's Scout to the annual St. George's Day Parade at Windsor. Miss Beattie is a full-time home teacher to handicapped children.

No Difficulties for Handicapped Children in Derbyshire

The Derbyshire Director of Education, Mr. J. L. Longland, has said in a current circular to head teachers of county schools that there should not be much difficulty in finding a place for any handicapped child in the foreseen

THIS YEAR'S RECORD STAR SHOW

The S.O.S. Record Star Show will be held at Empress Hall, Earl's Court on Sunday, March 30th. Ticket applications should be forwarded immediately as this show will be a complete sell-out.

Tickets are priced from 5s. 0d. to a guinea. The list of artists is not yet finalised, but a number of top-line recording stars will appear.

able future. The position for children handicapped, either physically mentally or emotionally, is now much eased.

Mr. Longland also pointed out that the earlier special treatment is given the better is its chance of success.

Central Site for Bournemouth

Through the good offices of the Poole Corporation, the Bournemouth, Poole and District Spastics Society will

OBITUARY

Miss Eileen Corker who was nursery teacher at the Croydon centre for three years died in December. Her death is a great loss to the Croydon Group, for her work with the children was showing positive results, and her pupils all loved her.

Lost Horizons Regained with **Wolf Cub**

A new world of useful activity and profitable pleasure has been opened up for the physically handicapped and disabled of either sex, both young and old.

Occupational Therapy departments, rehabilitation centres, training colleges and homes for the disabled, as well as many individual home-bound craftsmen all testify to the value and immense potentialities of Wolf Cub power equipment for aiding physical and mental rehabilitation and self-support.

Interested persons, authorities and organisations are invited to write for free copy of brochure "Power Tools Aid the Disabled", which describes the result of two years' research in the subject.

Wolf Cub POWER EQUIPMENT

The HOME User Tool with INDUSTRIAL Standard
of Insulation—for your Protection

**WOLF CUB gives you more power operations
than any other equipment**

Portable and Bench Drilling : Sanding
Polishing : Buffing : Sawing and Grooving
Woodturning : Planing : Fretsawing
Carving : Hedge Trimming : Engraving
Boot and Shoe Repairing, etc.



This housewife with right hemiplegia, regained sufficient use of her hand to resume household duties.



Portable electric tools enable these men, suffering from muscular dystrophy to increase their activities.

WOLF ELECTRIC TOOLS LTD. • HANGER LANE • LONDON • W.5

soon have a central site for its proposed centre. This Group covers a radius of about 20 miles. Children are to receive physio-, speech-, and occupational therapy and tuition.

£2,000 Appeal Fund

Hanley Spastics Centre Appeal Fund will total nearly £2,000 when proceeds of a ball have been added. Officially opening in March, the extra funds will mean that the centre will be better equipped than was originally planned.

5 Mayors and 70 Children

Every child received a carrier bag full of fruit, sweets and chocolates, supplied by the Shepherds Bush market traders, as he left North West London's New Year party. 70 Spastic children, and the Mayors and Mayoresses of five London boroughs were entertained by a clown, conjuror and skiffle group provided by a West End dress shop.

The Greatest Needs

Mr. E. G. Mort, Secretary of Pontypridd and District Branch, says that the greatest needs are:—the services of physiotherapists; help for the mothers of ineducable Spastics, and employment for the employable (but unemployed) adult Spastics.

Committee Pledges Support

Wrexham and District Handicapped Children's Society is to build a treatment and training centre for Spastic children at the Maelor Hospital. The Wrexham, Powys and Mawidach Hospital Management Committee has pledged full support to the project.

Tees-side Unit Planned

A Cerebral Palsy day unit is to be built in the grounds of Holgate. This has been agreed by the Middlesbrough Welfare Services Committee, and the Newcastle Regional Hospital Board. Further details will be discussed with the Hospital Board and the Tees-side Parents and Friends of Spastics.

Candle-lit "Silent Night"

Father Christmas, a little overdue, distributed gifts at the Central Middle-

sex party early in the New Year. The children's favourite "uncle" arrived very late dressed as a clown. Culmination of the event was when, lit only by the lights glowing on the Christmas tree, all the children sang "Silent Night."

"More Provision for Spastics" Says M.P.

Mr. Lee, M.P. for Newton, said in the House of Commons that he would like to see an extension of the work being done for the blind, to other categories of the disabled—to the deaf and

Spastics, among others. Local authorities were already required under law to make provision for the blind.

Spastic a Queen's Scout

A 16-year-old Spastic, Peter Gough, at Whiteness Manor School for Crippled Boys, Kingsgate, has just been made a Queen's Scout. Peter has many Scout badges, and is the proud possessor of the Venturer's badge. This was awarded after he had made a 20-mile journey on foot with the aid of maps.

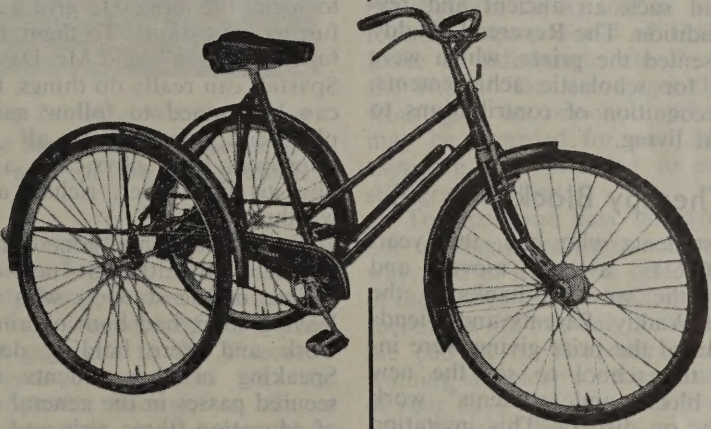
TRICYCLES FOR SPASTICS



ADULT MODEL



JUVENILE MODEL



Norman Cycles for Spastics embody the same features of extreme reliability and smooth running, which have made every type of Norman Cycle famous throughout the world. Special models, specially designed for exacting requirements. Full details will gladly be given on application to the address below

NORMAN cycles

A COMPANY OF THE  CYCLE DIVISION

NORMAN CYCLES LTD., ASHFORD, KENT

Prize Day and Annual Report of the Thomas Delarue School

At the Thomas Delarue School's first Speech Day and Prize-Giving, held at Dowgate Hall in Tonbridge, the Chairman of the Board of Governors, Mr. Douglas Delarue, took the chair. He commented on the honour which had been paid the Society when the Duke of Edinburgh became its President, and quoted from the Duke's recently published book of speeches.

In speaking of the new therapy block which had been added to the school, he paid tribute to the hard work of the builders, which had enabled the new building to be put into use at the beginning of the term. He also praised the loyal staff of the school who were always prepared to give "that little bit extra."

The chairman said how pleased the Board was to have present the Reverend L. H. Waddy, M.A., the Head Master of Tonbridge School, which had such an ancient and respected tradition. The Reverend Waddy later presented the prizes, which were not only for scholastic achievements, but in recognition of contributions to communal living.

New Therapy Block

Two students who had, this year, gained G.C.E. awards moved and seconded the vote of thanks to the Reverend Waddy. Parents and friends who attended the prize-giving were invited to the school to see the new therapy block and students' work which was on display. This invitation was eagerly accepted, and the high standard of craftsmanship of the weaving, pottery, and basketwork attracted many buyers.

The principal, Mr. H. B. Davies, B.Sc.(Econ.) said that, as this was the school's first speech day, the report must cover two years instead of the more normal annual review. He said that the imminent leaving of several senior pupils was responsible for this, their first, speech day. Some of them were the 18 students who had been transferred from Puckle Hill Vocational Training College, and Mr. Davies said, he wished to pay tribute to these

"veterans" who had played so much part in establishing the spirit and *esprit de corps* of the Delarue School.

Mr. Davies likened these first students to a core of experienced men, in a unit or a ship, from whom new recruits could learn and watch the spirit and tradition of the service. The analogy, he said, would be seen as a valid one when realising that the number of pupils who came to the school later, faced trials and tribulations of school-life, and life away from home, for the first time.

Pioneering Role

The senior students had also played a pioneering rôle, for it had fallen to them to prove the value of the experiment in secondary education, and to show to people, and local and government authorities, that it was worthwhile to spend the money to give a chance of further education. "To them, too, it has fallen to prove", said Mr. Davies, "that Spastics can really do things, that some can be trained to follow gainful employment, and that all can be improved, both physically and mentally, to live fuller, richer, and more worthwhile lives."

Two students had gone out from the school, and although not quite the calibre of the students who would be leaving soon, had both obtained useful work and were holding down jobs. Speaking of the students who had secured passes in the general certificate of education (three girls and one boy), Mr. Davies said he must not give the impression that the girls were superior to the boys but should emphasise that, in total numbers, the girls outnumbered the boys by two to one.

Concentrated Effort

Examination successes were not the ultimate measure of success at the school, Mr. Davies said, for excellent work had been done by pupils in every form and category, including much of a less academic nature. "Great striving and drive have been shown by some severely handicapped pupils, to

improve both physical and mental attainment. Steady, concentrated effort has been made, too, by some boys and girls who came to us with little in the way of educational attainment, but with great determination to improve, and they have shown, in some cases, quite startling progress," he said.

Speaking of therapy, Mr. Davies referred to it as a very big "bogey", wrecking the most cleverly contrived time-tables and schemes of work and leisure-time activities. But, he said, he was glad to have this opportunity to pay tribute to the doctors and therapists for their devoted work for the boys and girls.

In awarding the prizes, the staff had tried to reward all categories, not only academic success and achievement, but also achievements in arts and crafts and in progress in the physiotherapy and speech therapy departments. "We have, too, made awards to those boys and girls who, while not in the first flight, have shown the most remarkable efforts to overcome educational and manual weakness."

Mr. Davies said that before coming to the school many of the students had been over-protected and indulged, and that at the school they tried to inoculate and stimulate a spirit of independence, initiative, and enterprise; to encourage not only self-help but a readiness to help others even less able and well-endowed, and to foster a spirit of good neighbourliness.

Rabbit Club

He said: "It would gladden your hearts to see what all this means in dormitories, dining room and classroom, to see the readiness with which the mobile hasten to wheel out the immobile, to watch the Saturday afternoon rush to town when parties, made up always of some lightly and some more heavily disabled, sally forth gaily together to shop and cinema."

Mr. Davies told of the origin of the Rabbit Club. One Saturday evening he had been surprised, he said, to see two cups and two shields on the mantelpiece of the dining room, which were found to have been won by a boy who had asked permission to keep a rabbit at school. The boy, for whom walking was a real labour, had, unknown to anyone, taken his rabbit on the bus to

the Tonbridge Fur and Feather Show where he had carried off the prizes.

Just as quietly, he had returned to school and placed his trophies for all to see. This piece of enterprise fired a number of boys (and girls) to emulate him and so the Rabbit Club was born. Members, under the tutelage of the founder-member, had bred some highly

thousands of good people for their cause, and the massive effort of the great society which founded this and other schools and centres, have been well worthwhile.

"Here I want to say how deeply we of the school are indebted to the wonderful generosity of our Chairman, Mr. Delarue; how grateful we are to him,

generosity, wisdom, and patient counsel and support."

Mr. Davies offered a special "thank you" to all the staff, teachers, therapists, nurses and houseparents, kitchen and housekeeping staffs, maintenance and garden staffs, without whose help so much could not have been achieved.

To the parents, Mr. Davies said that all the staff were deeply conscious of the hope and trust placed in them, that they would do their best for the children, and prayed that the parents' confidence would always be merited. "Always remember that we are experimenting together. We do not know all the answers yet, but working together in mutual confidence, and with patience, we shall accomplish much.

"Encourage Them"

"Do not check and stifle your children's desire to do things for themselves; I know very well that this calls for great patience and understanding, but do remember that they will not always have you beside them, that some day they must depend largely on their own efforts. Encourage them, then, to help themselves, to adventure and experiment, to spread their fledgling wings, and to know the thrill of independence."

In closing, the Principal addressed the students, saying that he would like to quote some words of H.R.H. The Duke of Edinburgh, the President of the N.S.S. "Do not forget that prize winning is no reason to relax. Prizes may be awarded for past merit, but they are also intended to encourage still greater efforts.

"To those who have not won prizes, nor distinguished themselves in any way, and to those not quite at the top of their form list, I would only say this: success in life can only be measured at the end of it. The only prize worth winning is a clear conscience at the end of your days that you have lived a useful, Christian life."



Courtesy Tunbridge Wells Advertiser

The Reverend L. H. Waddy congratulates Anne Smith as he presents her with her prize. The Principal, Mr. Davies, is seen in the background.

successful rabbits, and the Club carried on a lucrative business with people in Tonbridge, and even farther afield.

"Similar enterprise," Mr. Davies said, "led to the formation of our formidable successful chess club, where some of us on the staff sit humbly at the feet of our master pupils to learn the finer points of the game. To get in, we must pass an examination set by our pupils!

"To what then does all this add up? Surely it is that Spastics can do things, given the chance, that schools such as this are justified and worthwhile; that these stricken children must be given the opportunity of education and treatment, the chance to develop their talents and abilities, and encouraged and trained to live as full a life as is possible within the limits of their disabilities.

"It surely goes to show that all the splendid generosity of countless

and his fellow members on the Board of Governors, for their unstinting service and loyal support for whatever has been best for our school. May I express our warm gratitude to the Executive and Projects Committees of the National Spastics Society, its officers and headquarters staff, for their

Swansea's Nursery Centre

Swansea is one of the country's oldest established Groups, older even than the N.S.S. itself. It was formed at the end of 1951, and its centre grew from the unlikely beginnings of an August Bank Holiday cricket match. The Group was given permission to raffle a cricket bat, and after a brief talk to the holiday audience, £120 was raised which paid the first year's rent of the first Swansea centre.

This was to be the first Spastics

school in Wales. It was at The Grove, at Uplands, and the authorities later took over this school. The Group also pioneered in opening the only nursery centre in Wales—the present one, which was officially opened the day before the opening of the Society's own school, Craig-y-Parc, at Penttyrch.

The original cricket match was a long time ago, and possibly even the most optimistic of that Group would not have visualised their nursery centre

as it is to-day. In a house which over-looks Mumbles Head, three gaily-decorated rooms give thirteen children a real taste of "going to school."

There are thirteen attending at present, but in the time the centre has been operating, four children have left to go on to a physically handicapped school. More children will be attending as soon as they reach three or four years, the age at which they are received into the nursery.

The Matron, Mrs. Hughes, has found it advisable to divide the children into different intelligence ranges. Three are older, aged about eleven, and not acceptable for physically handicapped schools. They are learning some craft-work.

Magnetic Letters

There are five younger children in one nursery where the magnetic spelling board is in great demand. These are children who, if they improve sufficiently, may go on to a physically handicapped school. In the other nursery are those who are less active and need different supervision.

In addition to the Matron, there are three paid staff who help with the children. One of the newest members of the staff is a Spastic herself. She is 20-year-old Shirley Bastin. The Matron, although she has worked with Spastics for some time, is nevertheless surprised at the progress Shirley has made since having this job.

The local authorities provide the transport which brings the children to the clinic five days a week. Each Thursday morning all the children go to an out-patients clinic to receive physiotherapy. The Matron always attends, too, in order to discuss the progress of each child with the physiotherapist. Using this expert advice the staff can handle the children in a manner which will give them most benefit. They recognise that all who are with the children must co-ordinate their help.

Gay Murals

The present nursery centre was opened in October, 1955, and is gaily decorated. Bright lino on the floors, cheerful contemporary curtains, and brilliantly-coloured pictures on the walls provide an atmosphere of warm friendliness. Some of the large murals which decorate the walls have been painted by students of the Swansea Art School.

The centre costs something in the region of £3,500 a year to run, and this money is raised by the hardworking efforts of the Swansea Group. Bearing

Children's Concert at Craig-y-Parc by N.S.S. Reporter

At Craig-y-Parc the children gave their second annual concert. This year, careful writing by the teachers ensured a part for everyone, and visitors and friends who attended the concert were presented with a puppet show, a play, carol singing, and items from the timpany orchestra.

I was privileged to attend the final rehearsal of the nativity play on the morning of its triumphant performance. It was like all rehearsals—forgotten lines, misheard cues, groups in places where they should never be, and countless mishaps. But, like most performances, this was in no way a foretaste of the finished product, for all

the actors were completely assured and word-perfect.

The concert was held in the school's brand-new classroom block, and this was the first viewing for many of the visitors. The new "school" is timbered, with almost all the upper wall windowed. There are spacious cloak-rooms—pink for girls, and blue for boys—with specially planned toilet arrangements.

Gills to Gallons

The classrooms have many extra little touches—the blackboard over the low-fitted sink, showing the table of

(Next Page, Please)



Courtesy South Wales Evening Post
Parents were invited to the Christmas Party at the Swansea Centre. The Matron, Mrs. T. Hughes, is in the front of this happy group of children, staff, and parents.

in mind the fact that many of the young Spastics in the area will be leaving school soon, the Group is planning to start a training centre or sheltered workshop to cater for people older than those who are attending the centre.

In the years the centres have been running (before this one was opened

Swansea ran a smaller centre), the obvious improvement of the children has always brought encouragement to the parents who work so hard to keep the centre going. And it is this encouragement and enthusiasm which will make the new project the success that the Swansea nursery centre has proved itself to be.

gills to gallons, and the different size measuring vessels so that this can be practically proved; the inch and foot measurements on one wall division, with a tape-measure hung beside them and individual heights marked off from the tallest male teacher to the smallest toddler. The sandtray is set in the centre of a table with semi-circles cut out to support "unbalanced" children. This also prevents the sand from being scattered far and wide.

The Sum Total

Each desk has a deep shelf underneath to keep personal belongings. There are two classrooms, the larger one, which was used for the concert, being separable by curtains. The piano is in there, and this provides a background for the children's enthusiastic singing and orchestral work.

In announcing the children's concert, the headmistress, Mrs. Kearslake, said: "This concert represents the sum total of ability of 35 handicapped children. 23 of them cannot walk, and quite a lot have speech defects. But we have used all the legs we've got, all the hands we've got and all the voices."

Puppet Show

First on the programme was a puppet show "The Magic Apples," the voices being recorded prior to the performance. The four puppeteers gravely took their bows already dressed in their costumes for the play, one

which did equally well for the ass. There were lots of angels with haloes at doubtful angles, and of the nine "shepherds-watching-their-flocks-by night", only three could walk; the others crawled.

Percussion Band

The simple story was interspersed with well-known carols, and was narrated by one of the school's leading soloists who sang several of the songs. When the play finished there was a short intermission while the children were divested of their costumes, and the percussion band took over.

Most of the school plays in the band; drums, cymbals, triangles, jingle-bells, all contributing to a magnificent furor of sound. There were three conductors, the last one receiving such an ovation that he gave an encore. The children then sang carols with

The concert, which brought so much enjoyment to the audience, was obviously also enjoyed by the children. It showed, most clearly, that even though many of them are badly handicapped this is no bar to the rich enjoyment that school-life and good companionship can bring, and was a happy augury for their future.



Courtesy Western Mail and Echo
"Joseph" and "Mary" with two of the "shepherds."



Courtesy Daily Herald
Some of the younger children as "angels" at the Craig-y-Parc Christmas Concert.

small boy in a "falling-over" headband of padded sponge rubber.

It was in the nativity play that all the aspiring actors came into their own. The small "Mary" cannot walk yet, so "Joseph" pushed her in her little chair

many solos, and the audience joined in the singing of "The Lord's My Shepherd" which ended the concert.

The Children on the Cover

The charming children on the front cover attend the Eric Hodgson School for Spastic Children in Stockport. (The baby in the crib doesn't really attend for she is the caretaker's baby). The nativity play in which they appeared was a happy end to their year's schoolwork.

The school at Granville House is open five days each week, with the exception of the usual school holidays, and normal school hours are followed. There is a headmistress and two assistant teachers. These are both fully qualified but come only five half days each week.

The children receive therapy from three physiotherapists, one of whom is full time, the others attending five half days a week, and a speech therapist who attends four half days. Other staff at the school are a part-time secretary, two nursing assistants who help with the children, and a gardener.

The Stockport Group operates its school without any outside help, and is building an extension to cater for more than the 32 children who attend at present. The Mayor of Stockport, Alderman F. Cross, when cutting the first sod for the new extension commented: "I do not know of any cause more worthy than this."

EDUCATION

General Considerations

Children with Cerebral Palsy differ so much, in the degree of their handicaps, in their response to difficulties, in the management they have received, that, to a greater degree than with physically normal children, those who decide their future educational treatment have to attempt a global assessment of each child.

The giving of standardised intelligence tests forms the framework of the assessment interview or interviews, but much more has to be observed and weighed up before one can assess the child's chances of making use of any educational plan prepared for him. The nature of some of these observations will be discussed below.

Provision for "Spastics" varies not only from one locality to another but from one school or unit to another. Thus the task of determining where a child is to be sent should only be undertaken in the light of precise knowledge of local facilities. Moreover, judgment of the child's specific educational needs requires the employment of techniques with which an educational psychologist is likely to be best equipped.

This suggests that, at least in those cases of Cerebral Palsy where the ascertaining officer is in doubt over the assessment, or where he has decided that the child is not suited to a normal school situation, he should refer the child to a psychologist experienced with such children, for an opinion on his educational requirements.

Even where assessment proceeds confidently, the expenditure in time and money on a second opinion may well be justified, since it is difficult for anyone who has seen only a few "Spastics" to know how they compare with one another and with normal children.

It is not always or even frequently possible to assess a seriously handicapped child in one interview. In all cases it is desirable to make subsequent assessments. Sometimes the most important observation to be made is the change that has taken place in the weeks or months between one examination and the next.

Formal Testing

This should be done by an educational psychologist or a medical practitioner with special experience of

testing Cerebral Palsied as well as normal children. It is often difficult to detect which factor is responsible for a child's attitude or response—whether it is his physical condition, sensory defects (particularly of hearing), general intellectual impairment, specific difficulties common in certain types of Cerebral Palsy, or simply the child's idiosyncrasy.

In particular, children who cannot speak or handle test materials should be referred to a psychologist skilled in using and interpreting some of the less commonly used tests.

Children with Cerebral Palsy can,

NOTES
ON THE ASSESSMENT
OF THE
EDUCATIONAL NEEDS
OF CHILDREN
WITH
CEREBRAL PALSY
—
NATIONAL SPASTICS SOCIETY
MEDICAL ADVISORY COMMITTEE

from the point of view of assessment, be divided roughly into two groups. The larger of these includes all those who, whatever the type of Cerebral Palsy, can respond to the Stanford Binet and one or two performance scales. The smaller group is of children who are virtually untestable.

(a) Testable Children

Children in this group have a wide range of abilities, and some of the children tempt the examiner to make his own "modifications" of the tests. If intelligence test scores are to continue to mean anything, however, the tests must be given and scored strictly in accordance with the rubric.

Should the examiner feel that he would get some additional and helpful data by doing something other than strict administration, this should be done apart from the normal test situation, and he should not include such "results" in his numerical scoring, but

in a separate comment.

Within the framework of the orthodox test situation, certain points need to be kept in mind:

- (i) Any positive assets a child shows are of greater importance than with normal children, since in being educated a handicapped child has greater obstacles to overcome than have his more fortunate fellows. For instance, liveliness of interest and willingness to go on trying should be noted, particularly with borderline children.
- (ii) Encouragement should be lavish, as many of these children are intensely self-critical and tend to give up easily.
- (iii) An examiner not experienced in testing "Spastics" may be disconcerted by some of their characteristic difficulties. These are mentioned here to prepare the examiner, and as a further warning that despite their special character, no amendment of the orthodox testing should be attempted.

Many of these children are easily distracted; when confronted with pictures, for example, they tend to notice unimportant details first.

In some children, particularly those with involuntary movements, inaccuracies in drawing the Stanford Binet diamond or square, for example, are often due to poor motor control and not to inability to analyse the shape. In others, particularly those with Spasticity (Spastic in the narrower sense of the word), there is difficulty in recognising and analysing shapes as such.

Most Cerebral Palsied children, even when their motor disability is slight, tend to be slow in their reaction to verbal as well as to performance items. Some will even be found to be answering the question before the last! This may be due to their tendency to perseverate; they do not change easily from one activity or set of ideas to the next.

- (iv) The giving of supplementary performance tests is a skilled job and should be undertaken by someone well versed in giving them.

Most surveys of Cerebral Palsied children agree that scores on performance tests tend to be lower

than those obtained on verbal scales. The slowness of motor functioning accounts for this in part, as most performance tests are timed. But even when the motor handicap is slight, Cerebral Palsied children often show a mental "stiffness" or are seen to persevere, so that their speed is adversely affected.

Spastics, in the narrower sense of the word, may seem remarkably stupid when asked to do a test such as Koh's Block Design or parts of the Alexander Scale apparently because of difficulties in spatial relationships. They also tend to show certain difficulty in drawing a man, and consequently should not be given the Goodenough test. *It is extremely important not to rely on such supplementary performance tests to "confirm" a verdict of low intelligence in a child unable or unwilling to co-operate on a verbal test.*

(v) The results of educational tests should be interpreted in the light of the opportunities the child has had. Some children have had very broken schooling; others have specific disabilities, perhaps related to their difficulties in spatial relationships, which make the acquisition of the 3 R's very slow indeed.

(vi) Apparently testable children whose speech or whose response to verbal material is very patchy need particularly careful observation. Hearing difficulties are frequent among Cerebral Palsied children, particularly, but not only among those with unwanted movements.

In view of the recent observations on the relatively high number of Cerebral Palsied children who have defective hearing, it is desirable that all such children should be referred for full audiometric examination by a specialist in this field.

(b) Untestable Children

Generally the more severe the physical handicap the greater the difficulty in estimating educability. The combination of inability to speak and to manipulate test material makes formal testing impossible.

Psychologists experienced in examining children with Cerebral Palsy find that 10% to 15% of them cannot be tested with any degree of certainty, even using the one or two scales that

require neither articulate speech nor manipulation.

Note on the Assessment of Pre-school Children

There is a tendency for estimates of ability of Cerebral Palsied children to be asked for while they are still under five, partly to make long-term educational plans, partly as a guide to the child's probable response to therapies, and partly for research purposes.

Some of the pre-school scales (for under 5 year olds) are useful with normal children, and give a rough indication of abilities, but until much more research has been done, findings on handicapped children need to be interpreted cautiously. The predictive value of these scales, even with normal children has not yet been established with certainty.

Developmental ratios, based on itemised groups of responses, may underestimate or, if the indications from one or two sets of responses are taken in isolation they may be over-optimistic. A Cerebral Palsied child whose speech has been spared may seem, at an early age, to be average or bright, but he may fail to integrate speech and experience and become one of those children who talk and talk and have few concepts in spite of their easy verbosity.

Other Aspects of Assessment

It is always of value at assessment to know, not only a child's medical history, but as much as possible about his past and present daily life. Some children have obviously been over-protected, so that they have been encouraged to take the line of least resistance, and they show an apathy in face of new situations.

Others have been over-stimulated so that they have become bewildered and hostile. Some children have reacted adversely to physiotherapy, especially young hemiplegics with a useless hand who seem to hate doing things badly with it.

In other families parental anxiety has resulted in over-stimulation, which children with Cerebral Palsy cannot take, or in over-pressure to become normal.

These considerations are especially important when the physical handicap is minimal, and a child has been pressed to compete with normal

children. Certainly some children react by becoming self-critical and defeatist, so that, in spite of a minimal global handicap, they do not progress in ordinary schools. (This state may be simulated where children have an unrecognised sensory defect or specific intellectual disorder).

Another important consideration, especially with younger Cerebral Palsied children, is that they may have phases of progress and activity during which general assessment is difficult.

For example, some parents have noticed, and become anxious, when a child who has been unable to walk finds his feet and simultaneously loses interest in speech, toys or indeed in anything but walking. Such a child, on any one occasion, may do badly in a formal testing situation, because he does not attend to the test material.

Conclusion

We are still only beginning to develop reliable techniques of educational assessment of children with Cerebral Palsy. Follow-up studies over years are necessary before anyone can say definitely what are the most reliable and valid methods of prognosis.

More time is needed for assessment; greater use should be made of provisional allocation to schools and units while observations are being made; recourse to experienced psychologists should be more frequent and better organised; above all, research is needed into methods of predicting educational success and into the curricula, courses, teaching methods and equipment, through which success can be achieved.

The Medical Advisory Committee is indebted to the following members of the Sub-Committee for the preparation of this report.

- M. A. Brimer, M.A.,
National Foundation for Educational Research.
- H. Mary Capes, M.B., D.P.M.,
Psychiatrist, Children's Hospital and Child Guidance Centre, Southampton.
- J. M. Collins, Ph.D., M.A.,
Education Department, County of Cornwall.
- Norah Gibbs, M.A.,
Senior Psychologist, Child Guidance Training Centre, London, N.W.1.
- R. C. MacKeith, D.M., F.R.C.P.,
Assistant Physician in the Children's Department, Guy's Hospital, and Paediatrician to the Tavistock Clinic.
- P. E. Polani, M.D., M.R.C.P.,
Research Physician, National Spastics Society.
- R. V. Saunders, M.A.,
Child Guidance Clinic, Bristol.
- Jessie Williams, M.A.,
Educational Psychologist, Guy's Hospital.

Spastics Find Greater Comfort Together—Dr. Marjorie Wilson

Medical Officer, Ministry of Education

"Cerebral Palsied children like to be together, and I am inclined to think these children benefit from being segregated from all others."

This view was expressed by Dr. Marjorie M. Wilson, M.B., Ch.B., D.P.H., when speaking on "Cerebral Palsy—Looking at the Problems and Facing the Facts" at the Royal Institute of Public Health and Hygiene, in London. She spoke of the work being done up and down the country for Cerebral Palsied children, warning her audience that her lecture only represented thoughts and not conclusions.

"Brain damage", said Dr. Wilson, "is a paralysis of movement and not a paralysis of limbs." On the importance of early diagnosis and treatment, she said: "I am more and more impressed by the fact that no day is too early, but there are many days that are too late." She said she once saw a film of a C.P. child with the very earliest suggestion of athetosis, who was treated at an early stage. When the child was two or three it was difficult to tell that she had had serious trouble, or the possibility of movement difficulty, when she was very much younger. Many people who saw the child in the film said: "Oh well, she was never an athetoid!"

N.S.S. Schools Commended

"When considering the effect of brain damage", Dr. Wilson said, "we come up against a very difficult problem. We cannot, as yet, come to terms completely with one another as to the criteria on which to base every diagnosis. But we are getting somewhere. There has been an approach to get this business of nomenclature simplified a little, and I am very impressed by the variation in the diagnosis written on the various sheets and records I see. Some people, very wisely, write 'Cerebral Palsy'", she said.

Dr. Wilson said that a great deal was being done for the Cerebral Palsied in this country, commending particularly the N.S.S. schools, its forty local centres, Sherrards, Prested Hall and Coombe Farm.

Speaking of C.P. children in physically handicapped schools, Dr. Wilson

said: "In the past people have said they were perfectly all right in these schools, but I am very interested to learn from several heads of physically handicapped schools that they now find it is much better to get these children together in special classes, rather than scattering them around among others. The C.P. child learns in his own particular fashion, and has very much an individual problem. He often slows up the rate of other children with no brain trouble at all. C.P. children like to be together. They like to mix with others too, but they get greater comfort, and understand each other, when they are together", she said.

Speech Explosion

Dr. Wilson cited the case of two C.P. children who were "talking" unintelligibly together—nobody around could understand a word. All at once, one child, in a sudden explosion of speech (he had never spoken a word in his life) said: "Don't argue!" "I am inclined to think", Dr. Wilson said, "that for a period of their lives, while they are being sorted out, these children benefit from being segregated."

Outlining the various defects of hearing, sight, speech, dribbling, motor disability, fits, and special perception, Dr. Wilson praised the wonderful work done by C.P. teachers with the quotation:

"Have you any river you think uncrossable?

Have you any mountains you cannot tunnel through?

We specialise in the frankly impossible,

Doing the things other fellows cannot do."

Benefits of Research

Records now show, Dr. Wilson said, how closely allied are the difficulties encountered by the C.P. child with those of the educationally sub-normal child and the mentally deficient child. It was possible that research would eventually benefit the mentally deficient child.

When visiting a clinic in Paris, Dr. Wilson said she was impressed by the work being done by a speech therapist

and psychologist—this was 'a combined post. "She is extremely interested in the children who suffer from space perception difficulties, and from loss of image", Dr. Wilson recounted. "She makes each child feel with its own body vertical, diagonal and horizontal directions. She insists that these children must feel everything they do—they must know themselves." Dr. Wilson illustrated this point by saying that one C.P. girl of grammar school education, on rising from a chair, had said: "This is the first time that I know where I end and the chair begins."

Vocal Cords

Another method used by the Paris clinic concerned children who had one Spastic vocal cord. The child's good vocal cord is pressed towards the Spastic one to let the child feel the vibration of the good one.

Describing the special work done for hemiplegic children at this clinic, Dr. Wilson said that very special attention and treatment was given to make the children conscious of every movement of their bodies. To make a child with a hemiplegic hand conscious of its existence in space, the child was made aware first, in strict order, of the shoulder and elbow joining that hand.

Commending physiotherapists on all the hard work they had done, Dr. Wilson said: "They have been handed C.P. children on a plate, and have struggled very hard to get somewhere with them. It is easy now to pull it all to pieces, but I think they still have a part to play in the rehabilitation of these children. We must help them by constructive, and not destructive criticism", she said.

Humility

Dr. Wilson stressed that "a child benefits from a concentrated, inspired approach from a qualified person, and from guided stimulation from that same qualified person." She said that parents should co-operate fully with the physiotherapists.

When considering the problem of employing the C.P. adolescent, Dr. Wilson said: "This is going to be difficult for some. A lot depends on the personality of the adolescent, and a lot on the kindness of the employer. We have got to face this fact. The C.P. child himself must be full of humility. Some tend to think they are far better than they are. The athetoid child is the biggest problem of all. What

intelligence he has, he just cannot offer to the world and get cash payment for it", she said.

One employer, Dr. Wilson related, considering himself kindhearted, decided that the 3% disabled persons he was bound to employ should be C.P. people, and took them on. Within a fortnight he wished he had not. Their timing was so slow that it held up his whole business—and work to-day is all speed.

The C.P. child should realise where his limits lie, Dr. Wilson emphasised.

She felt that sheltered conditions of employment might be the answer. It might also be advisable for a Spastic, whose movement pattern was really repulsive to others, to work from a wheelchair rather than get about on his own.

Concluding her lecture, Dr. Wilson said that those engaged in work with the Cerebral Palsied tended to become cross and aggressive in argument. They were certainly on a bandwagon which made them cross, but she hoped it would be a bandwagon of help.

to produce independence of spirit, and to encourage such drive as the child possessed. It is said that those of low intelligence, but slight handicap, were suitably placed in schools for the educationally sub-normal.

Children who are of good mental ability, the report stated, but had severe physical or sensory handicap, and needed very specialised help, might gain from being grouped together, as might those with dual handicaps, including deafness, and those with severe emotional problems.

The problems which confronted teachers in dealing with C.P. children included the children's apathy towards their work, destructiveness, poor co-ordination of hand and eye, emotional disturbance, and the difficulty of early diagnosis of particular handicaps, such as deafness.

The report said that when children left school it was clear from youth employment records that, with care and perseverance, work could be found for the majority, although some might have to try a large number of jobs before settled employment was obtained.

The following conclusions may be drawn from the survey, the report stated.

- (1) C.P. children in normal schools should be included in some scheme of specialist supervision to ensure that any difficulties arising are met with sound, constructive advice to parents, and teachers.
- (2) Special groups should be formed in schools for the physically handicapped, where necessary.
- (3) The psychological development of the C.P. child should have consideration equally with the physical and educational development, and to this end every child's personality and intelligence should be assessed, whenever possible, before admission to a special school. In addition to the usual physical examination, each such child who is being considered for special education or report as mentally deficient, should have a special examination of hearing and vision by someone who is qualified to detect defects in C.P. children.
- (4) Staff should be further encouraged to take every opportunity of understanding the general nature of Cerebral Palsy, and of studying methods of meeting the needs of each individual child.
- (5) Close relationship between parent and teacher should be encouraged in every way.

London County Council Survey On Cerebral Palsy

A recent survey covered cases of Cerebral Palsy among children in London in the age group from birth to sixteen years. The survey showed the position on April 1st, 1955. 722 children in the county were found to be suffering from Cerebral Palsy. The prevalence among the 421,000 children aged five to fourteen years works out at a rate of 1.18 per thousand.

Of the children examined, 243 had more than one other handicap. Speech defect was the commonest, affecting 261 children; 109 suffered from epilepsy, 35 had impaired hearing, 83 impaired sight, 79 were considered educationally sub-normal, 193 were considered ineducable, and 40 had various other handicaps.

IMPAIRED HEARING

It is found that deafness affects 0.15% of normal children, but the survey shows that 4.8% of Cerebral Palsied children have impaired hearing. It is possible that this figure is too low, as deafness in the Cerebral Palsied is very difficult to ascertain. It is pointed out that this handicap is more serious for the Cerebral Palsied child as he cannot easily move his head or body to make use of the better ear.

Of the children considered ineducable 83 were placed at an early age in mental deficiency establishments, or otherwise dealt with under the Mental Deficiency Act. Of the remainder, who had been formally reported under Section 57 of the Education Act 1944, about 45% were in institutions, and 15% attended occupation centres.

When the survey of the 722 children closed, education was being provided for 409—276 in day special schools for the physically handicapped, 20 in day special schools for the education of the

sub-normal, 4 in other day special schools, 54 in ordinary schools, 28 in boarding special schools, 11 in private or independent schools, and 16 through home tuition.

Of these Cerebral Palsied children 40% had medical supervision provided by general hospitals, 30% by special hospital clinics, 9% by general practitioners, and the remainder were under institutional supervision or were catered for privately.

Only 17% of the children given physiotherapy were receiving it at school when the survey was made. A survey to-day would show a higher proportion, as agreement under the scheme for the provision of physiotherapy has been negotiated with nine hospital authorities.

Therefore physiotherapy is now available at each day school for the physically handicapped. Also since the survey, speech therapy has been made available at occupation centres, and its provision increased at day and boarding special schools.

EARLIER DIAGNOSIS NEEDED

7% of all births are premature, but of the children with Cerebral Palsy, it was found that about 33% were premature. Proportionately fewer C.P. children between birth and five years were found, which indicates the need for devising techniques for early diagnosis among infants.

As a result of the survey, a joint report has been drawn up by the London County Council's Education Committee and Health Committee. It found that many of the children appeared to be correctly placed in ordinary classes in schools for the physically handicapped. Mixing with other children, handicapped in a different way, helped

EMPLOYMENT

Vocational Training: Is It Long Enough?

In planning for victory, whether it be over disability or anything else, the first essential is thoroughness. I want to relate this to one particular phase in planning for victory over disability. That phase is vocational training.

In this country there is excellent legislation for giving disabled persons vocational training. A great deal of this training is undertaken in voluntarily run colleges recognised by the Ministry of Labour and National Service who partially subsidise the cost of training.

I am most particularly concerned with the more seriously handicapped—the disabled man who has been off work for a long while or who, maybe, has never worked because of his disability, but who is eventually deemed able to do work of a selected kind. He is told there are training facilities available to him. But are they really adequate for his needs?

The Evidence

Is there sufficient time given to him for his training? There is evidence pointing to the view very considerably held that the time allowed such handicapped persons as this is not, in fact, sufficient.

To examine this matter first from the point of view of the disabled person himself: in this country any disabled person from the age of 16 upwards can take up vocational training if he is unable to return to his old employment or if, due to his disability, he has never been able to enter commerce or industry in the normal way.

The training lasts for periods of six to twelve months according to the trade or occupation he is taught. Most training courses are six months; extensions to these periods are, in some cases, allowable. These extensions are however, limited to three months in a case of a six months' course, and six months in the case of a twelve months' course.

Open Employment

At the end of that time, if the disabled person has worked right through the syllabus, and achieved a satis-

factory result, he is then deemed able to finish his training and go into open employment in his training trade. Remember that in some cases he has never worked before and in every case he has *never* worked at the job he is now going to take up.

High Standard

On the face of it it may seem impossible that a man in these circumstances can really have reached an employable standard after such a

By W. A. Deacon,
Superintendent, Portland
Training College for the
Disabled.

This was a free paper read at the Seventh World Congress, and reproduced in the Winter News Review, published by the Central Council for the Care of Cripples.

minimum length of training. Experience has proved, however, that it is possible and indeed in some cases an extremely high standard of work is achieved.

Now this may seem a rather curious admission when I have criticised the length of training. But the criticism is not that an employable standard cannot, in the majority of cases, be reached in the present time allowed, but that it does not go far enough in placing the more seriously disabled person as near as possible on an equal footing to his able-bodied colleagues, and making him a real earner of his wage after a minimum settling down period which must reasonably be allowed.

In Spite of . . .

I would say that in many cases a disabled man is accepted into employment not *because* he has received six, nine or twelve months basic training but *in spite of* the fact that he has only

received this limited amount. Consequently in such cases there is an element of *sympathy* in the employment, initially at any rate, of a disabled man.

His Own Merits

Now this is contrary to what a disabled man wants. He wants to be taken into employment entirely on his own merits; he wants to be accepted by his fellow workers on level terms; he does not want to feel that they think he has to be nursed.

It is probably in those cases where speed of production is the vital factor that the inadequacy of the present length of training is most felt by the disabled man. I know of cases where a disabled man has undoubtedly acquired a superior knowledge to some of his able-bodied workmates but is at a disadvantage because his speed is inferior.

Employers' View

Now let's look at the matter from the view-point of employers. In my experience, employers are always anxious to give every consideration to the employment of disabled persons; but naturally they want a chap who can do the job. Where, therefore, they are told that the disabled man has been trained, they expect that training to have been adequate.

Now my own experience goes to show that employers, generally speaking, are very well satisfied with the amount of knowledge which a disabled man has acquired during his present length of training. It is the speed at which he is able to apply that knowledge which is the stumbling block.

No Time for Speed

In the time allowed at present, it is quite impossible to improve on this speed. This means, therefore, that where speed is very necessary an employer has got to carry a disabled trainee for a period longer than he feels he should have to do, and this can weigh against employment prospects.

Some typical comments of employers regarding the present length of training are as follows: This one comes from a Federation of Employers in the Engineering Industry:— "The general view is that although the courses at

certain centres purport to produce skilled craftsmen, the actual training provided is not sufficient to fit the men concerned to carry out immediately the normal range of work done by tradesmen . . . they require further training by the firm in which they take employment." From the Building Trade Industry has come the following comment:—"Generally speaking, employers have not felt that the training provided has been adequate."

A Step Further

I have said that excellent results can be obtained notwithstanding the race against time. I have quoted employers' criticisms against the adequacy of training, and I have suggested that it is on grounds of insufficient time to apply speedily the knowledge gained. And now I would like to go a step further than this.

In many cases it is completely impossible to achieve any sort of really satisfactory training result in the present time allowed. I refer particularly to those cases where there has been long disablement school years

resulting in interruption of general education. I will quote a case which puts the focus on this situation:

A Slow Job

A young boy (of 17) came to take up clerical training in my college. Throughout his school years he had been in hospital. He was physically not strong, educationally years behind. It was clearly impossible to train him in the time allowed. He would need more than six months, at least, on general education. When he started his training he was obviously totally unemployable.

At the end of the limited time we could keep him he was *just* employable in a very routine way. He secured a job and continued making up for lost education by evening classes. He said once to me: "It's a very slow job."

I have said he was physically not strong; a full day's work was quite sufficient for him to contend with but in his spare time he struggled to make up for lost time. He broke down and was off work for twelve months, then recovered, and started again.

Now if this young man, instead of

being given just the bare minimum of full time training could have been given something nearer the time he really needed, not only could he have started out in life on a firmer basis but he would not have had to strain his limited physical resources, all of which he needed for his job, in the struggle to catch up.

The Difference

To chaps like this, adequate training before taking up a job can mean the difference between losing the battle for complete victory over disability and winning it. Since in so many cases training represents the final phase of that battle it is folly to be sparing in the use of the resources needed and available.

The ideal at which to aim is that a disabled man finishing his special training does not have to be "sold" to an employer on any grounds of sympathy, but that an employer shall say, "He is my choice because I have complete confidence in his training; I recognise it as sufficient."

The World's most popular

FOOD BEVERAGE...

because it gives you

SUPREME QUALITY
GENUINE ECONOMY
OUTSTANDING VALUE

There is nothing like delicious

Ovaltine

Often Imitated - Never Equalled!

1/6, 2/9 and 5/- per tin

P933A



A New Life Ahead for Five More Spastics—They Find Work

The Employment Department has a most cheerful New Year story to tell of its latest activities in finding jobs for Spastics. It has just pride in the story of young Roy Branch who was, until a few weeks ago, a resident at Coombe Farm—Coombe Farm, it will be remembered caters for heavily handicapped young adults.

Roy was at Coombe Farm for 18 months, and because of his reaction to therapy (occupational and otherwise) was first known as "the young delinquent". The introduction of the printing machine for the Christmas cards made him a changed man, however. Roy took tremendous interest in it. To the amazement of all, he was first in the workshop and last to leave in the evening.

Impressive Output

Roy worked very hard; he maintained the machine and despite the grubbiness entailed, his appearance improved considerably. The Warden and Employment Department were so impressed with his output of cards that, feeling he would be employable, not merely in a sheltered workshop but in open industry, set about finding him suitable employment.

The job was found in Dagenham, and Roy will be working on simple assembly which involves printing of voltages on component parts. Roy was most eager to return home from Coombe Farm for he felt that he could now act as the "man of the house" to his widowed mother.

"May I Take It Home?"

As far as Roy was concerned the only drawback to the scheme is that he must now be parted from his beloved printing machine. His last words to the department officers when he left Coombe Farm were: "Please may I take the printing machine home with me?" They shook their heads and threatened firmly to examine his luggage before he left!

Next on the list is Peter Rudd who trained at Sherrards. Peter lives nearby so was not resident at the training centre. He has just begun work with a radio firm in Welwyn Garden City, and is working in their cabinet department.

Lucille Erskine has been trying unsuccessfully to find employment for

several years. At the end of last year she attended the Industrial Rehabilitation Unit at Egham, run by the Ministry of Labour, but even after her training the Ministry was unable to suggest any suitable work for her. The N.S.S. Employment Department was called in, and arranged an interview with the toy manufacturers, Twink Toys.

This proved most successful for Lucille who started work at the

she was accepted immediately. She began her job—clerical duties—at the end of November.

Donald Houghton who had been working in a paint laboratory for some time but wished to progress to other work, found it very difficult to get the sort of job he wanted. The Department arranged for him to see an official at I.C.I. who later offered him a position at their Slough works.

No Whisky, Yet

Donald is finding the work most interesting; he is testing solvents. Each has to have a distillation range and Donald is secretly hoping that one day



Trainees busy in the workshop at Sherrards

beginning of January. The toy factory is a small one, and its owner, Mr. Wood, who also invents the toys, is most anxious to help Spastics. He will take as many as he can into the factory where only disabled people are employed.

Australian Girl

The other girl who has been found a job is a 20-year-old Australian, Annette Douglas. She came to this country with her mother, and has been receiving physiotherapy in London. Her mother has returned to Australia, but Annette wanted to stay on temporarily, and earn her own living.

Although she has never had a permanent job before, when the Department arranged an interview for her with one of the country's biggest catering firms

a sample of whisky will come in to be distilled!

At Sherrards, eight new trainees have commenced courses for employment. There are six girls and two young men. Of these, four have come from N.S.S. Schools; two girls and a boy from the Thomas Delarue School, and one boy from the Wilfred Pickles School.

Since building alterations have been completed at Sherrards, an extra 11 trainees can be accepted—nine residents and two non-residents. It is being arranged that two Spastics living locally will attend the workshops each day. This increased intake has meant that interviews for Sherrards have been resumed. The waiting list had become so long that it had to be closed, and interviewing of prospective trainees brought to a halt.

The Story of Elizabeth

Part III

Lord Richard, for whom my father worked, was connected with the Royal Albert. He was interested in my progress and, from time to time, asked Dad to take my work to Holker Hall to see whether it was improving or not. When he knew my course was finished, Lord Richard said I must have another and he would pay for it, so to my great delight Mrs. Coles was able to keep coming!

By this time I was reading quite well, and had mastered fancy work. When I had worked hard, Mrs. Coles would sing for me; she had quite a few medals for singing, and I used to love listening to her. Now I could start a piece of work on my own, and learned to blend colours. Mrs. Coles said: "Always study nature's colours, they all blend with each other, and so must yours, if your work is going to look its best." That sound advice still stands me in good stead.

I still wanted to study music. Mrs. Coles taught me to read music, and fingering for the right hand on an old worn-out piano which I had saved for years to buy. I never played at all well. While I found it easy to read music,



it was a very different matter to master my right hand sufficiently to get my fingers on the right keys.

I found hymns the easiest to play as they were slower and smoother. I went on to easy pieces from the operas, and people could, at least, tell what I was playing. It gave me hours of pleasure, but I agreed with Mrs. Coles that I should probably never be able to play much better. I had tried, however, and, in doing so, gained a better understanding of music which has made me love it even more.

Then I wanted to write, so Dad made a table on which we fastened paper but, try as I would, I could not shape letters so as to be readable. The paper tore, so Mrs. Coles got cardboard. I tried for months, but in the end we had to give it up. I was sure, however, that I could type, so Mrs. Coles got an old Oliver from Lancaster and taught me to type with one finger.

Dad made a stand with a block of wood in front to rest my hand on. This

gave me more control in getting my finger on the right keys. When the Oliver wore out, we heard of a Liverpool firm, Jenkinsons, from whom Mother bought a Royal which I am still using. Ever since first delivering it, they have kept me in paper and ribbons; they are very kind people.

My beloved typewriter is, more often than not, my only means of expressing

**Betty Scott,
a heavily handicapped
Spastic, continues her
story.**

my thoughts and feelings, and is my only means of keeping in touch with friends scattered far and wide.

One difficulty I ran into was that I could not read handwritten letters, as I only used to print myself, so Mrs. Coles had to write and let me watch her. She sent me letters which I had to read and answer, and soon I had mastered that difficulty. Mrs. Coles gave me sums to do on the typewriter but although I did some every day I never got more than one or two right. We did a bit of geography and history, and after reading, I had to write essays from memory.

It was Mrs. Coles who found out about Guide and Ranger companies for cripples; they were called "post guides" and "post rangers." Instead of going to meetings like active Guides we had our meetings in book form sent out by Captain every month. Each Ranger could send stories, poems, games, pictures or letters to Captain for the meeting. There were Lieutenants and Patrol Leaders just like active Rangers.

I wanted to join, so Mrs. Coles got in touch with the Ranger Captain in Lindale-in-Carmel. She and her Rangers often came to teach me the Guide Laws and promise, and knots, which I had to learn before I could be enrolled.

The knots were difficult as I had to tie them with one hand and my teeth. In the end I managed them, and remembered what to tell people to do in case first-aid was needed. I learned how to light a camp fire, and which

wood could be burnt and which not.

At last the night came for me to be enrolled by the District Commissioner from Field Broughton. I stumbled through the promises—I don't think I was understandable, but they knew what it was I had to say. The Commissioner pinned my badge on and I was a Ranger!

As my Post Captain was in Blackpool it was decided that I should also be attached to Miss Garrett's company so that they could help me with the tests and badges I wanted to go in for. I was very glad of this, Miss Garrett was so understanding.

She had the art shop in Grange, and could make and paint so many beautiful things. It was one of my greatest joys to sit in her shop; I had a great wish to create beauty in some form or other myself, though not in painting.

One night each week, Miss Garrett came for Guide work when I learned morse, the tracking signs, how to find my way home if I was lost, and quite a lot about birds.

Among all this, I was still struggling with sums, and growling because I never seemed to get any better at them! One night Miss Garrett came with a box of cardboard money and, with it, we played shops. I found handling the money, and giving change, made it a lot easier, so we went on playing shop,



with a different kind of shop each week. Slowly I improved, though I am still not very good at reckoning, but better for Miss Garrett having come to my aid.

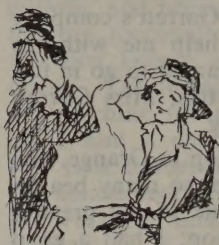
Again Mrs. Coles came to the end of a course, and once more I was saved, this time by the Lancaster Rangers who gave a concert and made enough money for me to continue with another one. I was most grateful. I went to post parties and to Ranger entertainments. The only thing I did not like was wearing the uniform; it was so hot, and my hat kept slipping over my eyes because my head would not stay still for long.

After I had been a Ranger about a year, the post captain gave up and another one, a Miss Butterworth of Blackpool, took over. Her photograph

was at the meeting. I saw it and wanted to know her; later I was to do so. When I sent her my pages for the meeting I enclosed a letter expressing a wish to see her. She replied, and we corresponded quite a lot.

Then I told her about my speech being affected and how this bothered me, as until people were used to me, they could not tell what I said. This made me afraid of speaking to strangers.

Shortly after Mother took me to a party at Lancaster where many of us went to meet our new Captain for the



first time. She came across to me and said: "You are Betty, aren't you?" To my great surprise, she found no difficulty in understanding what I said. We talked for ages, it seemed, and I went home that night with a nice feeling that we were going to be great friends. We still are.

Not long afterwards Miss Butterworth came and spent an afternoon and evening with me. It was then that she asked if I would like to learn elocution, as it might help me to speak better. We would have to do most of it by post, but she would come as often as she could.

I was eager to try, and so we started. I had breathing exercises each day. I had to try to get my tongue to go in at the right places for different words, and shape my lips for the vowel sounds. From nursery rhymes I got on to poetry, which I loved; I could see pictures in it, and it seemed like music in another form.

We kept on for two years; Miss Butterworth sending my lessons each week, and coming to stay with me as often as she could. The elocution was pretty tough going, but we didn't give up, and slowly but surely I found that people could understand me more easily. I still cannot speak very well, but I have never slipped back, and still feel a deep gratitude to Miss Butterworth for all she did.

As a Ranger, I only got three badges: the "Nature Lovers", "Book Lovers", and "Writers", but I found them very interesting to work for. When Mrs. Coles again came to the end of her course, I could more or less carry on alone. For her too, I have a lasting affection.

By this time I had a self-propelled

wheelchair. Dad and I used to go to the Gilbert and Sullivan operas at Holker each year. I still went out with Charlie. Her Mother having died, my friend Margery came home again to look after her father and two young sisters. But she had good times at dances and quite a few boy friends. Naturally she became engaged, married, and went to live in a new house at Allithwaite.

Then it was that the first pangs of—envy?—call it what you will—came to me. I longed to do as others did; my hate of being a cripple made me go on trying to do things. Margery had great joy in getting things for her home, and planning the wedding. I was very interested but knew full well that I should never marry or have a home and family. It was hopeless even to think about it, but I did.

After all, it is the wish of most normal girls and I had those wishes, but they had to be kept under. I could not talk to Mother, but "Ma" knew how I felt. It was even worse when Charlie got married. The morning after, Mother said: "What's the matter? You look as though you've been crying all night." She never knew that I had done just that.

When I was about twenty-one, Mother bought me a dog. I had always wanted one. He was an old English sable and when put into my arms he was just a ball of fluff, no bigger than a kitten. I thought he was the sweetest thing I had seen, and cuddled him, but even at six weeks old he growled and wriggled free.



Binkie never liked being cuddled but, right from the start, he made up his mind that he belonged to me, or I to him, I never knew which way round it was. He never left me for very long, and learned to go for Mother or "Ma" whenever I wanted anything. He would not let a stranger touch me, and used to walk proudly by my chair until he got tired—then he would ride on my lap. I worshipped him.

For a long time I had cherished a longing to write stories. Mrs. Coles said I might try, but she really did not think anything would come of it. She put me in touch with an author, but he was not at all hopeful that I should be any good. I kept on trying and giving up and starting again, sometimes wondering if I ought to give up for

good and stick to fancy work, which I could do.

In the summer of 1939 Mother had a stroke and was in bed for some weeks. During this time I thought of a bottle from which I could drink unaided, at first with a teat, and later with a glass tube. Dad fixed a bar to the wall for me to hang on to and get from one chair to another, and on and off the bed without being lifted.



I had wanted to do this for a long time but mother would lift me. When she got up she was very cross and said I was not to use the bottle or the bar, but as she was never well enough to do much for me again, she had to give in.

Mother died at Christmas, 1939. Dad sold Green Lane, and bought a bungalow on Allithwaite Road, only a few minutes' walk away. I had the pleasure of choosing floor coverings, furniture, and curtains. I chose a name for the bungalow—"Sunny Crest."

"Ma", Charlie and his wife got Dad and me settled in. It was hard for "Ma" to look after two homes, so we tried housekeepers. This was not a success however, and eventually "Ma" had to come and put things right, and take over again.

Dad had worked as a forester for about eighteen months when he had a stroke and had to be taken to hospital. I knew he would never be well enough to come back again, and for nine months tried to find a home for cripples as it was no use my staying at "Sunny Crest".

Then, a hospital almoner who visited Dad told us of a wartime hostel for cripples, set up for the "duration" at the village hall of Cotebrook, in Cheshire. Initially, it had been opened by Mary Burt, a Quaker, for Liverpool cripples. There appeared to be no other evacuation arrangements for them, so that they could be out of the dreadful air raids suffered by that city.

The Friends' Relief Service came to Mary Burt's aid, and she was joined by Annie and Wilfred Bowkett who were also Quakers. The Almoner who visited Dad knew them, and told them about me. A week later I was on my way, accompanied by "Ma" and Charlie. It nearly broke my heart to leave Binkie. It was the twenty-first of February, 1942.

NOTES FROM THE REGIONS

NORTH REGION From Roland Whyte URMSTON

Here is an extract from a letter from a father of one of the boys who attends the Urmston Centre. "... not only has my son's physical condition improved, but his whole outlook on life has changed. From a frightened and frustrated child he has developed into a radiant and happy youngster eagerly awaiting his twice-weekly visits to the clinic.

"His disability was so pronounced, and his gait so unsteady, that he was barred from the school playground during break, and also precluded from the weekly games in the school hall. In each case he was confined to his classroom by himself, causing him great mental anguish. I am now overjoyed to tell you that this ban has now been lifted, and he is able to enjoy his games with the other children. ..."

LANCASTER

I have pleasure in reporting the formation of a new Group in the northern territory—Lancaster, Morecambe and District Spastics Society. This followed a recent meeting of interested persons. A local Councillor, Mr. P. Deighan, who shows keen interest in our work, kindly took the chair, and was elected to serve on the Committee with Mesdames Gordon and Winder, and Messrs. Cumbus, Atkinson and Wareing. Honorary Secretary is Mrs. F. Cumbus, 47, Parkfield Drive, Lancaster.

BARROW-IN-FURNESS

Another new Group is the Furness and District Spastic and Handicapped Children's Society, Hon. Sec.: Mrs. K. E. Savage of 54, Strathnaver Avenue, Walney Island, Barrow-in-Furness.

Members have got into their stride immediately, and are establishing a Home Relief Service of sitters-in, with the help of various voluntary organisations in the town.

Of particular interest is the Group's decision to apply to the local Youth Committee for registration as a Youth Organisation. If granted, this would be of considerable benefit to younger members as an appointed Youth Organiser would be in a position to offer guidance on proposed activities.

SOUTH EAST REGION From Simon Langley THANET

A new Group has been born, and the members are fast tackling the many problems that beset a venture of this nature. If anyone in the Thanet area would like to help in any way, will they please write to the Hon. Secretary, Mrs. Dorothy Winsley, Norland House, 44, St. Georges Road, Broadstairs, or to me at the Regional Office.

CRAWLEY

I can safely say that a new Group will be found in the Crawley and Horsham area in the near future. An informal meeting of interested residents and parents, and members of the S.E. Surrey Group and myself, is being held. From this first step it is hoped that yet another member of the S.E. Region will be forthcoming. Again there is a need for all the help that can be given, and all offers and suggestions will be greatly appreciated.

S.W. SURREY

A most important step has been taken with regard to the centre which this Group runs at Worplesden. The

two neighbouring Groups, N.W. Surrey and N. Hants and W. Surrey, have offered to join forces with the S.W. Surrey Group in the management and financial upkeep of this very successful centre. There are many advantages to be gained by this co-operative effort, the wider area of public interest and the consequent greater scope for fund-raising being most important. The three Groups concerned will all retain their individuality, and will continue to organise the work for Spastics in their own areas.

N.W. SURREY

Quite recently I had the pleasure of collecting a considerable number of children's books from Walton-on-Thames. The books had been given as a result of an appeal made in a church in Walton. The younger members of the congregation had brought their books to church, where they were blessed, and then presented to the local Group for distribution among Spastics in the S.E. Region.

It would be almost impossible to thank all the children and the grown-ups who helped in this scheme, but I do hope that should any of them read these columns then they will accept the sincere thanks that they deserve.

GROUP SECRETARY ALTERATIONS

ASHFORD SPASTICS GROUP

Secretary,
Miss J. Sawyer,
2, Denness Road,
Ashford, Kent.

CREWE & DISTRICT SPASTICS SOCIETY

Secretary,
Mrs. E. Dixon,
65, Newfield Drive,
Crewe, Cheshire.

STOCKPORT & DISTRICT SPASTICS SOCIETY

Hon. Secretary,
Mrs. V. Robertshaw,
Vale House,
Vale Road,
Reddish,
Stockport, Cheshire.

EPHING FOREST & DISTRICT BRANCH

Secretary,
Miss Newman,
Daigles School,
68, Palmerston Road,
Buckhurst Hill, Essex.

NORTH LONDON AREA ASSOCIATION OF PARENTS & FRIENDS OF SPASTICS

Mrs. A. F. Dear is no longer Secretary. All correspondence at the moment should be sent to:
G. Moore, Esq., B.E.M.,
15, Avenell Mansions,
Avenell Road,
Highbury, N.5.

HERTFORDSHIRE SPASTICS SOCIETY, WATFORD & DISTRICT GROUP

Mr. R. Taylor no longer receives circulars. All correspondence should be sent to:
L. V. Holland, Esq.,
153, Links Way,
Croxley Green,
Rickmansworth, Herts.

The following new Group has been formed:

LANCASTER, MORECAMBE & DISTRICT SPASTICS SOCIETY

Secretary,
Mrs. R. Cumbus,
47, Parkfield Drive,
Lancaster.

NATIONAL SPASTICS SOCIETY CENTRES

NATIONAL RESIDENTIAL CENTRES

THE THOMAS DELARUE SCHOOL

Dene Park, Tonbridge, Kent.
Telephone: Tonbridge 3859.

Principal:

H. B. Davies Esq., B.Sc. (Econ.)

Chairman of the Board of Governors:

Douglas Delarue Esq., J.P.

Secondary Education for Spastics over 13 years.

Accommodation: 60.

IRTON HALL SCHOOL

Holmrook, Cumberland.
Telephone: Holmrook 42.

Principal:

A. Lubran, Esq., F.R.S.A., M.R.S.T.

Chairman of the Management

Committee:

Dr. T. Dowell.

Education for Spastics reputed to be below average intelligence.

Accommodation: 30

THE "SHERRARDS" TRAINING CENTRE

Digswell Hill, Welwyn, Herts.
Telephone: Welwyn Garden 2125.

Principal:

E. L. Knight, Esq.

Chairman of the Management

Committee:

The Hon. Mrs. David Bowes-Lyon.

Vocational Training Centre for young adult Spastics.

Accommodation: 34, 2 Day Trainees.

THE CRAIG-Y-PARC SCHOOL

Penttyrch, Nr. Cardiff.
Telephone: Penttyrch 397.

Headmistress:

Mrs. C. M. Kearslake.

Chairman of the Management

Committee:

Miss M. B. Jowett, M.B.E.

Primary Education for Spastics between 5 and 16 years.

Accommodation: 35.

HAWKSWORTH HALL

Guiseley, Leeds, Yorks.
Telephone: Menston 114.

Principal:

Miss A. I. Spink, Dipl.Ed., E.S.N.

Children.

Chairman of the Management

Committee:

J. Hicks, Esq.

Assessment School for Spastics.

Accommodation: 32.

PRESTED HALL

Feering, Kelvedon, Essex.
Telephone: Kelvedon 482.

Warden:

J. H. Watson, Esq.

Chairman of the Management

Committee:

Miss Mary Ruck, R.R.C.

Residential Centre for Spastics aged from 25 to 40 years.

Accommodation: 31.

THE WILFRED PICKLES SCHOOL

Tixover Grange, Duddington,
Nr. Stamford.
Telephone: Duddington 212.

Headmaster:

R. A. Pedder, Esq.

Chairman of the Management

Committee:

Eric Smith, Esq.

Primary Education for Spastics between 5 and 16 years.

Accommodation: 46. 10 Day Pupils.

COOMBE FARM RESIDENTIAL CENTRE

Oaks Road, Croydon, Surrey.
Telephone: Addiscombe 2310.

Warden:

F. W. Bowyer, Esq., M.A.

Chairman of the Management

Committee:

W. Noel-Jordan, Esq.

Residential Centre for Spastics aged from 16 to 25 years.

Accommodation: 33.

HOLIDAY HOTEL

The East London Group's Holiday Hotel — Write to: Miss M. Burden, Manageress, The Arundel Private Hotel, 23, The Leas, Westcliff-on-Sea. Telephone: Southend 476351.

LOCAL CENTRES AND CLINICS

In close co-operation with Local Authorities and/or Hospital Management Committees, the following Groups provide or assist special schools and/or treatment centres:

Coventry	Portsmouth
Hull	Reading
Northampton	Southend-on-Sea
Nottingham	Swindon
Pontefract	

Working independently, the following Groups have set up special schools or treatment centres:

Birkenhead	Leicester
Bristol	Newcastle
Bolton	Plymouth
Cheltenham	Stockport

Operating entirely by voluntary contributions, the following Groups have

treatment centres with or without nursery classes. Some of these Centres operate every day, others only part-time:

Bedford	North London
Bollington and	North Stafford
Macclesfield	(Stoke)
Bournemouth	Norwich
Bradford	Oxford
Bridgwater	Salisbury
Brighton	South West Middlesex
Croydon	South West Surrey
Epping	Swansea
Gillingham	Urmston
Grimsby	Wycombe and
Ipswich	District
Liverpool	York
Luton	

The following Groups have, what might be termed, special occupation

centres and, in some cases, treatment is available together with speech therapy:

Crewe	Scunthorpe
	Southampton

What might be termed Welfare Departments, mainly designed to assist older Spastics, are operated by the following:

Halifax	Wallasey
Huddersfield	Widnes
Spastic Society	

Sheltered Workshops, varying in scope have been opened for adults by the following:

Central Middlesex
Central Surrey